**Prior knowledge: Greeting and Goodbye songs; How are you? What is your name? Opening routine: day, date, weather.**

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| **Language Level** | **Spanish FLEX Program Novice Low** | | **Grade** | | **1** | **Date** | **Teacher’s Discretion** | | **Day in Unit** | | **1** | **Minutes** | **60** |
| **Unit Theme, Topic, and Question** | **Personal and Public Identities: Autobiographies: How is my name a mirror of my culture?** | | | | | | | | | | | | |
| **Daily topic:** | **Mi nombre en español** | | | | | | | | | | | | |
| **STANDARDS** | **LESSON OBJECTIVES** | | | | | | | | | | | | |
| What are the communicative and cultural objectives for the lesson? | **Communication**  *and*  **Cultures** | *Which modes of communication will be addressed?* | | **Learners can:**   * Sing greeting song * Greet each other and ask/respond to: How are you? * Ask and respond to: What is your name? * Identify day, date, and weather as part of the opening routine * Find the country of Perú on a world map * Identify family members in Perú story “En la costa”   <http://www.childrenslibrary.org/icdl/BookPreview?bookid=tabenla_00510046&route=simple_0_0_0_English_61&lang=English&msg=&ilang=English> and in their family.   * Spell names of family members: mother, father, sister, brother. | | | | | | | | | |
| * Interpersonal | |
| * Interpretive | |
| * Presentational | |
| **If applicable,** indicate how Connections • Comparisons • Communities • Common Core will be part of your lesson. | **Connections** | Music: Sing greeting song; Geography: Perú. | | | | | | | | | | | |
| **Comparisons** | Culture: Family in Perú to learners’ families. | | | | | | | | | | | |
| **Communities** |  | | | | | | | | | | | |
| **Common Core** | Speaking and Listening: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas, and expressing their own clearly and persuasively. | | | | | | | | | | | |
| **Lesson Sequence** | **Activity/Activities**  What will learners do?  What does the teacher do? | | | | | | | **Time\***  How many minutes will this segment take? | | **Materials • Resources**  **• Technology**  Be specific. What materials will you develop? What materials will you bring in from other sources? | | | |
| **Gain Attention / Activate Prior Knowledge** | Begin class with greeting song. Learners stand, greet each other, and ask “What is your name?” and “How are you?” after teacher models the two questions several times with the class as a review. Next, the teacher moves to the calendar to ask the class the day and date, pointing to the day on the calendar and counting together up to the current date. Finally, the teacher asks about the weather today and places a weather symbol on the calendar for the day (sunny, cloudy, windy, etc.) | | | | | | | 10 min. | | Class calendar with weather symbols to add. | | | |
| **Provide Input** | Teacher moves to world map and tells class that they are going to travel to Perú to meet a family who lives by the sea. Point to Perú on the map and then to Chicago showing that Perú is far away from Chicago. Ask learners if they can walk to Perú, or ride their bikes to Perú using gestures to show walking and riding bikes. Next ask learners if they can fly to Perú using gestures to show flying to Perú. Invite the class to fly to Perú with the teacher (leaners stand and pretend to fly to Perú).  Teacher tells class that they are now in Perú and shows images of Perú near the sea, pointing to the sea, the sand, the blue sky (re-enter weather expressions).  Teacher projects the first image of the story, *En la casa*, for the class to see. (See Image 1 at the end of the lesson plan). Teacher introduces class to the four people in the story: father, mother, sister, and brother. Teacher introduces each member of the family giving each person a first name. Class greets each family member.  Teacher shows image 2 and explains that today, the family is going to the beach. (See images 2 and 3 at the end of the lesson plan).  Teacher asks learners how they will get to the beach: ride bikes, fly, or walk. Again, teacher uses gestures for riding bikes, flying, walking and asks learners to also use gestures.  Teacher has learners repeat that the brother and sister are walking to the beach. Teacher points to the father and says that he is not walking to the beach. He is riding a donkey. Teacher uses gestures to show riding a donkey and has learners use the same gestures to show riding a donkey. Teacher asks learners to think about what the brother and sister and father will do at the beach…show images of playing in the sand, swimming, running…and asks learners what they think the family will do at the beach.  Leave the learners wondering and indicate that they will continue the story tomorrow. | | | | | | | 15 min. | | World map of America, and images of the coast of Perú. Images from the story (at end of lesson plan). | | | |
| **Elicit Performance / Provide Feedback** | Teacher hands out an activity sheet with a picture of the family from the story and an empty picture frame (see image 4 at the end of the lesson. Teacher models father, mother, sister, brother and their names. Learners write the family members and their names in the space on the activity sheet. (NOTE: Teacher could add a word bank to the activity sheet or add the family members and names in dotted letters for learners to trace depending on the writing ability of the class.)  Teacher asks learners to draw their family in the blank square and label the members of the family: mother, father, sister, brother….as appropriate. | | | | | | | 15 min. | | Activity sheet #3 | | | |
| **Provide Input** | Teacher shows learners the chart of the Spanish alphabet. See image #5 below  Class sings the alphabet song along with the recording.  Teacher shows the image of the Perú family with their names, and spells the names of the family members, pointing to each letter and having the class repeat after the teacher. | | | | | | | 10 min. | | Anchor chart of Alfabeto Español . See image #5 below  Access to audio of song *Alfabeto*  <https://www.youtube.com/watch?v=5MJbHmgaeDM&feature=youtu.be> | | | |
| **Elicit Performance / Provide Feedback** | After this, learners work in pairs to practice spelling the family members (father, mother, sister, brother) pointing to each member of their family in the picture they drew and the label they wrote identifying their family members. Teacher is walking around providing feedback. | | | | | | | 5 min. | |  | | | |
| **Closure** | Teacher displays Perú family and class says goodbye, see you tomorrow to each family member. Sing goodbye song. | | | | | | | 5 min. | |  | | | |
| **Enhance Retention & Transfer** |  | | | | | | |  | |  | | | |
| **Reflection** **– Notes to Self**   * What worked well? Why? * What didn’t work? Why? * What changes would you make if you taught this lesson again? * ???? |  | | | | | | | | | | | | |

[](http://www.childrenslibrary.org/icdl/BookPage?bookid=tabenla_00510046&pnum1=4&twoPage=false&route=simple_0_0_0_English_61&size=0&fullscreen=false&lang=English&ilang=English) 

Story cover



Image #1 Family in story “En la casa”.



Image 2 – on the way to the beach. “De camino a la playa”

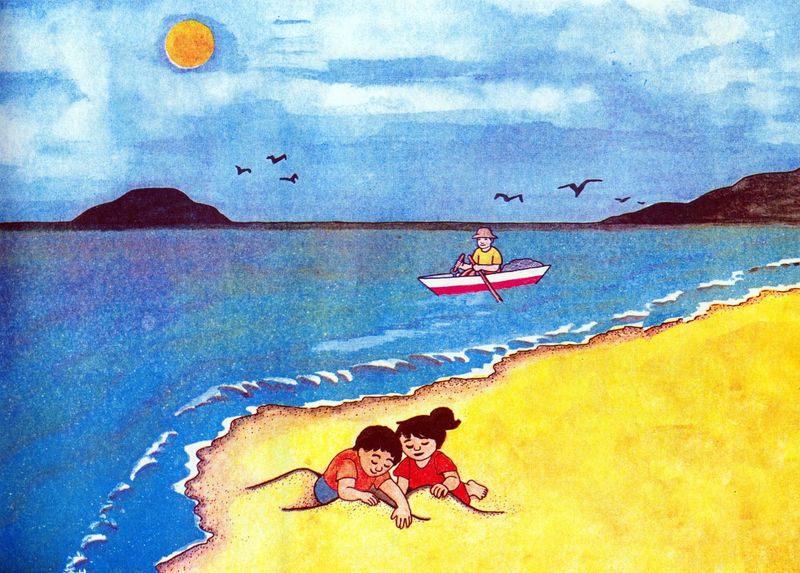
[](http://www.childrenslibrary.org/icdl/BookPage?bookid=tabenla_00510046&pnum1=10&twoPage=false&route=simple_0_0_0_English_61&size=0&fullscreen=false&lang=English&ilang=English) 

Image # 3 at the beach. “En la playa

Image 4 – Activity sheet



**EL ABECEDARIO EN ESPAÑOL**



Image #5 the Spanish Alphabet. “El abecedario en español”